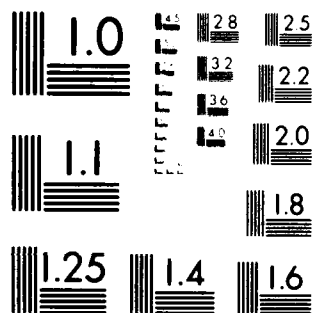


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ENLISTED PROFESSIONAL MILITARY EDUCATION CURRICULUM VALIDATION --ETC(U)
MAR 80 J M BARUCKY

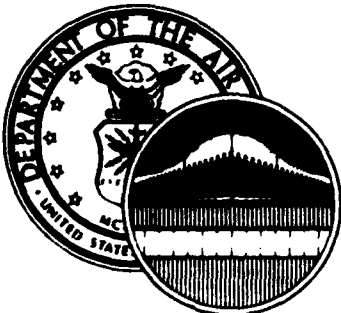
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① ENLISTED PROFESSIONAL MILITARY EDUCATION
CURRICULUM VALIDATION PROJECT.

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OCCUPATIONAL ANALYSIS PROGRAM
USAF OCCUPATIONAL MEASUREMENT CENTER
AIR TRAINING COMMAND
RANDOLPH AFB, TEXAS 78148

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PREFACE

This report presents the results of an Air Force Occupational Survey of the leadership, management, and communicative tasks performed by Air Force enlisted personnel. This survey was requested by HQ Air University, and the data were to be used to help validate and revise the curricula of all phases of enlisted professional military education (PME). Authority for conducting occupational surveys is contained in AFR 35-2. Computer outputs from which this report was produced are available for use by operating and training officials.

Computer programs for analyzing the occupational data were designed by Dr. Raymond E. Christal, Manpower and Personnel Division, Air Force Human Resources Laboratory (AFHRL), and were written by the Computer Programming Branch, Technical Services Division, AFHRL.

The Air Force occupational survey program has been in existence since 1956 when initial research was undertaken by AFHRL (Air Force Systems Command) to develop a methodology for gathering and analyzing occupational information. In 1967, an occupational survey program was established within the Air Training Command and surveys were produced annually for 12 enlisted specialties. In 1972, the program was expanded to conduct occupational surveys covering 51 career fields annually. In late 1976, the program was again expanded to include the survey of officer utilization fields, to permit special management applications projects, and to support interservice or joint service occupational analysis.

Captain Jerry M. Barucky developed the survey instrument used in the present project, analyzed the survey data, and wrote the final report. Mr. Guy Cole assisted in the data analysis. This report has been reviewed and approved by Major Hynson H. Marvel, Chief, Officer Survey and Management Applications Section, Occupational Survey Branch, USAF Occupational Measurement Center, Randolph AFB, Texas 78148.

Copies of this report are available to air staff sections, major commands, and other interested training and management personnel upon request to the USAF Occupational Measurement Center, attention to the Chief, Occupational Survey Branch (OMY), Randolph AFB, Texas 78148.

This report has been reviewed and is approved.

BILLY C. McMASTER, Col, USAF
Commander
USAF Occupational Measurement
Center

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Chief, Occupational Survey Branch
USAF Occupational Measurement
Center

SUMMARY OF RESULTS

1. Survey Administration: Three separate survey booklets were administered to separate random samples of enlisted personnel in all paygrades and career fields between November 1978 and March 1979. Survey results are based on data collected from 10,449 respondents.

2. Analysis of PME Timing and Phase Points: The survey data showed that enlisted personnel have relatively little involvement with leadership, management, or communicative tasks prior to paygrade E-5. A dramatic increase in performance of supervisory-oriented tasks occurs among E-5s, and general involvement with leadership, management, and communicative tasks increases greatly through paygrade E-8. Only a slight increase occurs from E-8 to E-9. The present enlisted PME system, offering a greater amount of material in each PME phase, seems to fit this general pattern of involvement.

(Professional military education)

3. Validation of PME Curriculum Objectives: In a series of curriculum workshops, PME representatives used survey data to identify the optimum PME phase point at which to introduce the particular skill or knowledge area relevant to each task. These data enabled them to validate or revise most of the PME curriculum goals and objectives outlined in AFR 50-39. The validation effort showed that the leadership, management, and communicative tasks performed by each paygrade group are generally being addressed by the corresponding phase of PME.

4. Career Field Comparisons: Comparisons of the percentages of people performing various tasks were made among the various career fields for paygrades E-5 and E-9. The data indicate that considerable differences exist in leadership, management, and communicative tasks performed within a single paygrade. Thus, attendees of a single phase of PME may have both different needs and different amounts of experience and yet may all receive the same course material.

5. Ratings of PME Curriculum Topics: Selected respondents rated a list of 89 curriculum topics covering all PME courses to indicate the amount of emphasis, if any, PME schools should place on these topics. Leadership topics in general received the highest average emphasis ratings, followed by management topics, communicative skills topics, military studies topics, and world affairs topics. Although these average emphasis ratings can be useful information to PME curriculum personnel, a distinct lack of agreement exists among respondents in the same paygrade about the amount of emphasis some topics should receive. This fact is another indication that personnel in the same paygrade may have different PME needs.

6. Rating of Task Difficulty: Selected respondents rated each task according to its difficulty (or the relative amount of time it takes to learn each task). The tasks with the highest difficulty ratings tended to be performed primarily by E-8 or E-9 personnel. A majority of those tasks are related to communication skills or long-range planning.

7. Perceptions of Benefit: When asked to rate the benefit of PME courses they completed, respondents generally perceived more benefit from resident courses than from correspondence courses. Resident courses for phases I, II, III, IV, and V were rated to be of considerable or of great benefit by 34, 38, 58, 78, and 77 percent, respectively, of those respondents who had completed the course. With the exception of Sr E-4 respondents, members of higher paygrades usually perceived greater benefit from courses than members of lower paygrades.

OCCUPATIONAL SURVEY REPORT ENLISTED PROFESSIONAL MILITARY EDUCATION (PME)

INTRODUCTION

Through the years the Air Force has been concerned with improving the professional military skills of its enlisted personnel. Traditionally much of the development of these skills has been accomplished through various Professional Military Education (PME) courses taken in residence or by correspondence. To insure that the present enlisted PME programs are responsive to the needs of USAF personnel, the Commander of Air University (AU) asked the USAF Occupational Measurement Center (USAFOMC) to supply occupational survey data that would help in validation or redesign of the curricula of enlisted PME courses. Specifically, USAFOMC was asked to determine the leadership, management, and communicative tasks* performed by Air Force enlisted personnel at each stage of their careers. In addition, an assessment of the perceptions of USAF enlisted personnel as to their needs for the various parts of the PME curriculum was requested.

A study of a similar nature had been conducted with officers by the Air Force Human Resources Laboratory (AFHRL) in the 1960s (Morsh, AFHRL-TR-69-38) and served as a basis for both the Air University requests and for the enlisted project methodology. The methodology for the current project consisted of: 1) developing both an inventory of the general leadership, management, and communicative tasks performed by Air Force enlisted personnel across all career fields and a listing of the major curriculum topics in PME courses; 2) surveying a large sample of enlisted personnel; and 3) analyzing the data and presenting it to curriculum decisionmakers so they could determine if the needs for various leadership, management, or communicative skills (as indicated by task performance data) are being met by the curriculum objectives of each of the PME phases.

Development of the Survey Instruments

To gather the data necessary for this curriculum validation, three separate survey instruments were developed - two for capturing the task data and one for rating the PME topics. In developing the two task related survey instruments, USAFOMC used the same approach that has proved successful in the regular airmen and officer occupational survey programs.

* Some of the 264 task statements in the inventory are broad enough that they may violate the more precise definitions of a "task," and might be referred to as "behaviors," or even "responsibilities." However, as a majority of the statements meet the requirements for task statements, and in order to avoid changes to computer products and to reduce confusion, all of the leadership, management, and communicative behaviors will be referred to as tasks.

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First, a review of pertinent literature and documents was conducted to examine the results or progress of similar, behavior-based efforts to develop curricula. Then, in four detailed interview sessions with a total of 20 experienced NCOs in paygrades E-4 through E-9, an inventory of leadership, management, and communicative tasks common to Air Force enlisted personnel was developed. This tentative inventory was administered to approximately 150 enlisted personnel representing each major command. They critiqued the inventory for accuracy, clarity, and comprehensiveness. The recommendations from this review were then considered in a final validation conference, at which 14 senior enlisted representatives put the inventory into its final form.

The third survey instrument was also completed at the final validation conference. Working from their respective course documents, participants representing each phase compiled a comprehensive list of 89 general topics that covered the various curriculum offerings of all five phases of enlisted PME.

The results of this development effort were printed in three separate survey booklets as follows:

1) The most important part of the survey data was gathered via a Job Inventory booklet containing 264 leadership, management, and communicative tasks. These tasks were to be rated by survey respondents on a nine-point scale according to the relative amount of time spent on each task compared to the time spent on each of the other leadership, management, and communicative tasks they performed. The scale read as follows:

1. Very small amount
2. Much below average
3. Below average
4. Slightly below average
5. Average
6. Slightly above average
7. Above average
8. Much above average
9. Very large amount

2) The second aspect, task difficulty, was measured via a Task Difficulty booklet containing the same listing of tasks. Selected E-8s were instructed to rate each task on the following nine-point scale according to its relative difficulty compared to the other tasks. "Difficulty" is described as the amount of time it takes to learn to perform a task.

1. Extremely low
2. Very low
3. Low
4. Below average
5. Average
6. Above average
7. High
8. Very high
9. Extremely high

3) Finally, a PME Curriculum Topics booklet listed the titles of 89 major topic areas in enlisted PME courses. Using a ten-point "training emphasis" scale, each respondent was asked to rate the amount of emphasis that should be given to each topic through PME to enable a person to perform the respondent's present job. This scale read as follows:

Blank - No training

1. - Extremely low
2. - Very low
3. - Low
4. - Below average
5. - Average
6. - Above average
7. - High
8. - Very high
9. - Extremely high

Determination of Samples

For the three survey instruments, separate random samples were selected so that no respondent received more than one booklet. Each sample was selected on the basis of different criteria. The determination of the main survey sample (for the Job Inventory) was driven by a desire to obtain both paygrade specific data and career field specific data (broken out by the first two digits of each Air Force Specialty, such as 70XXX). However, career field specific sampling of each paygrade would have required more than 25,000 surveys. The need to limit the total number sampled to approximately 12,000 dictated that a random sample from each Air Force career field could be used in only two paygrades. Therefore, enlisted PME managers at HQ AU and AFMPC decided that these larger, career field specific samples should be obtained from E-5 and E-9 personnel. Within the other seven paygrades, smaller, paygrade specific samples could be obtained. As a result of these factors, a total of 11,616 enlisted personnel were selected by name to take the Job Inventory portion of the survey. This sample included 4,419 E-5s, 1,885 E-9s, and approximately 800 from each of the other seven paygrades.

Unlike the main survey sample, the raters for the Task Difficulty portion of the survey had to be experienced people who were currently familiar with almost all of the tasks in the inventory. Thus, the sample for that part of the survey consisted of 600 randomly selected E-8s.

And finally, for the PME Curriculum Topics booklet, only a small representative sample from each paygrade, E-2 through E-9 was needed. Therefore, 1,200 enlisted people (150 in each of these paygrades) were selected.

Administration of Surveys

The survey booklets were administered through consolidated base personnel offices (CBPOs) worldwide between November 1978 and March 1979. The administration of the Job Inventory resulted in 9,037 returns, constituting 78 percent of the total sampled. As shown in Table 1, major command representation in the job inventory sample closely reflected the actual distribution of all enlisted personnel assigned.

TABLE 1

COMMAND REPRESENTATION OF JOB INVENTORY SAMPLE

<u>MAJOR COMMAND</u>	<u>PERCENTAGE OF TOTAL ASSIGNED</u>	<u>PERCENTAGE OF SURVEY SAMPLE</u>
AAC	1	1
ADCOM	4	4
AFCS (AFCC)	8	7
AFLC	2	2
AFSC	4	5
ATC	12	8
MAC	13	15
PACAF	5	4
SAC	19	20
TAC	17	16
USAFE	10	11
USAFSS (ESC)	2	2
OTHER	3	5

The other two portions of the survey had equally high percentages of returns. The 499 Task Difficulty returns constituted 83 percent of the total sample, and the 913 PME Curriculum Topics returns constituted 76 percent of the number surveyed.

USE OF SURVEY DATA IN PME CURRICULUM VALIDATION

The current Enlisted Professional Military Education system consists of five phases, each aimed at providing skills and knowledge required of Air Force airmen and NCOs at different points in their careers. The five phases, the average resident school course length, and the military population attending each school are as follows in Table 2.

TABLE 2
FIVE PHASES OF ENLISTED PME

COURSE	COURSE LENGTH	PAYGRADES ATTENDING
PHASE I - NCO ORIENTATION COURSE	20 HRS	JR E-4 (SR AMN)
PHASE II - USAF SUPERVISORS COURSE	52 HRS	SR E-4 (SGT) AND SOME E-5
PHASE III - NCO LEADERSHIP SCHOOL	140 HRS	E-5 AND SOME SR E-4
PHASE IV - NCO ACADEMY	230 HRS	E-6 AND E-7
PHASE V - USAF SENIOR NCO ACADEMY	360 HRS	E-8 AND E-9

In using task data to evaluate the PME curriculum, three main aspects were considered: 1) whether the general five-phase structure and the paygrade dividing points for each phase are supported by differences in tasks performed among the paygrade groups; 2) whether the specific curriculum objectives recommended within each phase correspond to the tasks performed by persons attending that phase; and 3) whether different PME needs exist among various career field groups within the same paygrade.

Analysis of the Five-Phase PME Structure

The first factor analyzed using PME survey data was whether the general paygrade-oriented structure of the five-phase enlisted PME system was supported by actual differences in leadership, management, and communicative task involvement among various paygrade groups. This analysis was accomplished by comparing the number of tasks performed and the estimated percentage of total job time spent on leadership, management, and communicative tasks among each paygrade group with the number of course hours recommended for each phase of PME.

As might be expected, enlisted involvement with leadership, management, and communicative tasks is relatively minor among junior enlisted personnel but increases as paygrade increases. As shown in Table 3, the number of tasks in the inventory performed by at least 30 percent of a paygrade group is relatively small for E-3 and E-4 personnel but jumps dramatically for E-5 respondents, and continues to increase rapidly for each paygrade through E-8. The rate of increase levels off between E-8 and E-9 respondents.

TABLE 3

NUMBER OF LEADERSHIP, MANAGEMENT, AND COMMUNICATIVE TASKS PERFORMED BY
30 PERCENT OR MORE OF THE RESPONDENTS IN EACH PAYGRADE

<u>PAYGRADE</u>	<u>NUMBER OF TASKS</u>
E-3	6
JR E-4	
(12-48 MOS TAFMS)	11
SR E-4	
(49+ MOS TAFMS)	20
E-5	75
E-6	110
E-7	161
E-8	210
E-9	225

This pattern of involvement is also borne out by responses to a separate question in which those surveyed estimated the percentage of their total job time they spend on the tasks in the inventory. Table 4 shows that, while E-3, Jr E-4, and Sr E-4 respondents reported spending an average of 19, 23, and 31 percent respectively, of their total job time on these tasks, the average time spent reported by E-5 respondents rises to 43 percent. This average continues to rise about ten percentage points each for paygrades E-6 (53 percent), E-7 (63 percent), and E-8 (72 percent), but then increases only slightly to 74 percent for E-9s.

Comparing this pattern of task performance with the number of hours devoted to the present PME phases (see Table 2), one could conclude that, in general, the increase in PME hours between each phase does correspond to the increased need for this material throughout a typical career. Relatively few hours (20 and 52) of basic material is recommended in Phases I and II, respectively, which are primarily geared toward E-4 personnel. The average number of recommended hours (140) increases considerably in Phase III, which is aimed primarily at E-5s. As noted above, the grade of E-5 is also the point at which supervisory and managerial responsibilities first seem to

become a major factor in overall job responsibility. The number of PME hours then increases for both Phases IV and V (230 and 360 hours respectively). This gain in hours matches the increased time spent on leadership, management, and communicative tasks that occurs as one goes from paygrade E-5 to E-8 or E-9.

TABLE 4
ESTIMATES OF PERCENTAGE OF TOTAL JOB TIME SPENT ON LEADERSHIP,
MANAGEMENT, AND COMMUNICATIVE TASKS BY RESPONDENTS IN EACH PAYGRADE

<u>PAYGRADE</u>	<u>PERCENT TIME</u>
E-3	19
JR E-4	23
SR E-4	31
E-5	43
E-6	53
E-7	63
E-8	72
E-9	74

Validation of Curriculum Goals and Objectives

In addition to the analysis of the overall five-phase structure of the enlisted PME system, the survey data were used to determine whether the specific curriculum objectives in each phase were responsive to the leadership, management, and communicative skill needs of the personnel attending those phases. Air Force Regulation (AFR) 50-39 outlines the recommended educational goals and objectives for each of the enlisted PME courses. In a series of workshops held between May and September 1979, PME curriculum managers from all MAJCOMs gathered to review that document. Each workshop centered on one or two of the five major areas of enlisted PME study: leadership, management, communicative skills, world affairs, and military studies. At three of these sessions, representatives used the data from the job inventory (see Appendix A) to help identify the specific leadership, management, or communicative skills that are needed by personnel in each paygrade. At the workshop dealing with the world affairs curriculum, the task data did not pertain to the curriculum subject matter and were not used.

In using the data, workshop participants concluded that a curriculum objective dealing with a particular skill or knowledge area would be considered for inclusion in a phase of PME if at least 30 percent of the personnel attending that phase performed tasks corresponding to that objective. Using this criterion, participants determined the phase of PME in which each skill or knowledge area should first be addressed and the phase or phases in which it might be necessary to reinforce or expand on that area.

An example of this approach is illustrated by comparing Tables 5 and 6, which show the curriculum objectives and the percent members performing data for several oral communications tasks. As shown in Table 5, there are current curriculum objectives for the NCO Leadership School (Phase III) and the NCO Academy (Phase IV) designed to insure that students can apply certain oral presentation skills, such as preparing or delivering lectures, speeches, or briefings. However, task data in Table 6 indicate that informal or impromptu briefing is the only one of these skills performed by a substantial number of airmen below the grade of E-7. Therefore, one of the recommendations arising from the curriculum workshop dealing with communicative skills was to rewrite the objectives, deemphasizing the formal presentation skills in Phase III and introducing information on informal briefing techniques as early as Phase II.

Although this process of evaluating the current curriculum objectives produced changes in a number of objective statements, the workshop participants found that a majority of the statements in AFR 50-39 correspond to the needs of the personnel attending the various phases of PME and did not require revision. However, AFR 50-39 is currently being rewritten and will reflect the curriculum recommendations arising from these conferences.

TABLE 5

CURRICULUM OBJECTIVES DEALING WITH ORAL PRESENTATION SKILLS
FROM PHASES II, III, AND IV OF ENLISTED PME*

PHASE II:

- . KNOW SOME FUNDAMENTALS OF EFFECTIVE SPEAKING

PHASE III:

- . KNOW THE PRINCIPLES OF ORAL COMMUNICATION
- . APPLY COMMUNICATIONS TECHNIQUES IN DELIVERY OF INSTRUCTIONS ON ASSIGNED OR SELECTED TOPICS, USING THE LECTURE OR DEMONSTRATION METHOD OF INSTRUCTION

PHASE IV:

- . COMPREHEND THE PRINCIPLES OF EFFECTIVE SPEAKING, WRITING, OR LISTENING
- . APPLY COMMUNICATIONS TECHNIQUES BY PREPARING AND DELIVERING SPEECHES OR BRIEFINGS.

* AS LISTED IN AFR 50-39, ATTACHMENTS 2, 3, AND 4, DATED 14 APRIL 1978.

TABLE 6

COMPARISON, BY PAYGRADE, OF PERCENT MEMBERS PERFORMING SELECTED TASKS
REQUIRING ORAL PRESENTATION SKILLS

TASKS	PHASE I	PHASE II	PHASE III	PHASE IV		PHASE V	
	(JR E-4)	(SR E-4)	(E-5)	(E-6)	(E-7)	(E-8)	(E-9)
PREPARE OR WRITE MILITARY BRIEFINGS	11	16	20	27	31	45	55
PRESENT FORMAL MILITARY BRIEFINGS, SUCH AS OPERATIONS OR STATUS BRIEFINGS	9	14	18	23	28	45	51
PRESENT INFORMAL OR IMPROMPTU BRIEFINGS	34	26	39	47	55	68	76
PRESENT LECTURES OR SPEECHES	11	14	19	19	22	32	41

Career Field Specific Comparisons

The first two uses of PME survey data already described indicated that the goals and objectives of the various PME phases generally correspond to the tasks performed by the respective paygrade groups. However, the analysis of career field groups within paygrades E-5 and E-9 showed a great degree of variance among the types of leadership, management, and communicative tasks performed. This analysis was accomplished by listing the percent members performing data on each task for each of the E-5 and E-9 career fields (based on the first two digits of the Duty AFSC, such as 70XXX or 51XXX). For each task the percentages for these career field groups were then compared to the percent members performing figure for all respondents in the paygrade. Table 7 illustrates the manner in which the percent members performing figures for two career fields within the same paygrade can differ from the overall paygrade average.

Although the percent members performing figures for most of the career fields, on any given task, are relatively close to the paygrade average, there are numerous instances in which the career field figures vary enough to make curriculum decisions difficult. For example, analysis of the E-5 paygrade averages showed 195 tasks in which less than 30 percent of the E-5 respondents performed the tasks. Generally, instruction related to these tasks would not normally be recommended for E-5s. However, career field specific analysis reveals that, for 33 of those 195 tasks, there were at least 10 career fields in which more than 30 percent of the E-5 respondents performed the task. For each of those tasks then, instruction may be appropriate for specific groups and yet inappropriate for the entire paygrade.

In short, it seems evident from these career field specific comparisons that, within a single paygrade, there are differing types of involvement with leadership, management, and communicative tasks. Correspondingly, there may be greatly differing needs among students attending the same phase of PME.

TABLE 7

EXAMPLE OF DIFFERENCES IN PERCENT MEMBERS PERFORMING BETWEEN
ALL E-5 RESPONDENTS AND TWO E-5 CAREER FIELD GROUPS

TASKS	PERCENT OF ALL E-5s	PERCENT OF E-5s IN 47XXX	PERCENT OF E-5s IN 51XXX
PROVIDE DOCUMENTATION FOR ADMINISTRATIVE SEPARATIONS UNDER AFR 39-10 OR 39-12	38	65	21
PLAN TRAINING PROGRAMS	37	59	25
MONITOR COMMAND SPECIAL INTEREST ITEMS, SUCH AS SUGGESTION, ENERGY, OR NEWCOMER PROGRAMS	51	71	25
MONITOR OR EVALUATE CONTRACTOR SERVICES AND PERFORMANCE	38	59	17
WRITE ASSOCIATED PAPERWORK FOR REFERRAL APR	55	65	13
ALLOCATE FACILITIES, EQUIPMENT, OR OTHER ACCOUNTABLE RESOURCES TO SUPERVISORS OR WORK GROUPS	40	65	17
PROJECT SHORT TERM FUNDS REQUIREMENTS, SUCH AS OPERATING BUDGETS	39	76	13
IDENTIFY DEVIATIONS FROM SAFETY STANDARDS OR PRACTICES	58	88	17

RATINGS OF PME CURRICULUM TOPICS

As stated in the Introduction, a random sample of 1,200 respondents (150 in each paygrade, E-2 through E-9) was administered a PME Curriculum Topics Inventory. Each respondent reviewed a list of 89 general topics covering the enlisted PME curricula and indicated which topics a person should be trained in to perform that respondent's present duties and responsibilities. They also indicated how much emphasis, if any, PME schools should place on each of these topics.

The analysis of this data was based on a comparison of the average ratings for each topic and on the distributions of those ratings. These comparisons were made among the seven paygrade groups that are eligible for PME courses (Jr E-4 through E-9), and they led to three general observations:

- 1) In a comparison of the five general curriculum areas, leadership topics received the highest average ratings, followed by management topics, communicative skills topics, military studies topics and, finally, world affairs topics.
- 2) Respondents recommended much greater emphasis for some topics than for others.
- 3) For some topics, a distinct lack of agreement exists, within each paygrade, about the amount of training emphasis that topic should receive.

The first observation was drawn from a comparison of the combined average ratings of the topics within five major curriculum areas (Table 8). Here a fairly clear pattern emerged. Within each of the paygrade groups, topics in the leadership area of the curriculum received the highest average ratings, while topics in the world affairs area received the lowest average ratings. Within each paygrade group, except Jr E-4s, the management topics, communicative skills topics, and military studies topics received the second, third, and fourth highest average ratings, respectively.

The second observation was based on the fact that a number of topics were rated well above average and a number of other topics were rated well below average. This fact is illustrated by comparing the highest and lowest rated topics in Tables 9 through 15. The lowest rated topic, for example, (see Table 15) had an average rating of 1.6, which is between extremely low and very low emphasis. The highest rated topic (see Table 9) had an average rating of 7.5 which translates to between high and very high emphasis. These differences in recommended emphasis should be of interest to PME curriculum decisionmakers.

However, any consideration of these average curriculum topics ratings must be tempered by the third observation, that considerable lack of agreement exists among raters within a single paygrade on the amount of training emphasis recommended for individual topics. As is shown by the distribution of ratings for a sample topic in Table 16, a topic may have an average rating of only 3.5 and yet have more than 33 percent of the respondents rate the topic 6.0 or above.

Although it is difficult to make curriculum decisions about topics on which there is such obvious lack of agreement, one can have much more confidence in basing decisions on the relative positions of some topics within each paygrade. One could assume, for example, that topics with the highest average ratings, as listed in Tables 9-15, could receive substantial consideration for emphasis in the corresponding PME phases; and conversely, one could assume that some of the topics with the lowest average ratings could receive less emphasis.

For the majority of the topics, however, consideration of the training emphasis ratings should include an analysis of the distribution of the ratings among the various points on the scale. And, in fact, this lack of agreement on the amount of emphasis seems to support the conclusion reached through the previous career field specific comparisons of the task data: that personnel within the same paygrade reflect differing PME needs.

TABLE 8
COMPARISON OF AVERAGE MEAN TRAINING EMPHASIS RATINGS FOR TOPICS IN
MAJOR PME CURRICULUM AREAS

<u>GENERAL CURRICULUM TOPIC AREAS:</u>	<u>AVERAGE MEAN RATING</u>						
	<u>JR E-4</u>	<u>SR E-4</u>	<u>E-5</u>	<u>E-6</u>	<u>E-7</u>	<u>E-8</u>	<u>E-9</u>
LEADERSHIP	4.10	4.93	4.78	5.05	5.22	5.91	6.04
MANAGEMENT	3.60	4.56	4.51	4.60	4.95	5.47	5.24
COMMUNICATIVE SKILLS	3.79	4.42	4.16	4.40	4.53	5.06	5.19
MILITARY STUDIES	3.67	4.32	3.78	4.08	4.02	4.60	4.56
WORLD AFFAIRS	3.18	3.70	3.21	3.40	3.43	4.20	3.91
AVERAGE MEAN RATING ALL TOPICS	3.65	4.35	4.03	4.26	4.37	5.00	4.94

TABLE 9

PME TOPICS RECEIVING HIGHEST OR LOWEST OVERALL AVERAGE TRAINING EMPHASIS RATINGS
BY E-9 RESPONDENTS

TOPICS RATED HIGHEST	PERCENT RECOMMENDING SOME TRAINING	PERCENT RECOMMENDING ABOVE AVERAGE EMPHASIS OR HIGHER	AVERAGE RATING
C4 PRINCIPLES OF EFFECTIVE WRITING	93	88	7.51
C9 APPLICATION OF WRITTEN COMMUNICATIONS TECHNIQUES (e.g., WRITTEN REPORTS, CORRESPONDENCE)	92	88	7.20
A2 AUTHORITY AND RESPONSIBILITY OF NCOs	92	82	7.12
C3 PRINCIPLES OF EFFECTIVE READING	92	82	7.07
A13 COUNSELING THEORY AND TECHNIQUES	92	83	7.00
C2 PRINCIPLES OF EFFECTIVE SPEAKING	93	79	6.88
A15 METHODS OF HANDLING COMPLAINTS AND GRIEVANCES	93	78	6.81
C5 PRINCIPLES OF EFFECTIVE LISTENING	86	78	6.75
A7 BASIC PRINCIPLES OF MOTIVATION	93	73	6.66
B11 METHODS OF DEALING WITH UNSATISFACTORY PERFORMANCE	90	74	6.57
A14 APPLICATION OF COUNSELING TECHNIQUES	89	74	6.57
TOPICS RATED LOWEST			
E8 CHARACTERISTICS AND FORMS OF DEMOCRATIC GOVERNMENTS	65	29	3.65
E16 TYPES, LEVELS, AND CHARACTERISTICS OF MILITARY CONFLICT	66	26	3.61
E9 CHARACTERISTICS AND FORMS OF TOTALITARIAN GOVERNMENTS	63	25	3.43
C14 ROLES OF AIR FORCE TRAINING ORGANIZATIONS	60	30	3.42
D9 THE ROLE OF AIR NATIONAL GUARD, AF RESERVE, AND THE CIVILIAN FORCE IN THE USAF TOTAL FORCE POLICY	67	23	3.37
E15 INTERNATIONAL RELATIONS WITHIN THE COMMUNIST BLOC	61	26	3.35
E18 IMPACT OF TECHNOLOGY ON WARMAKING CAPABILITIES	58	27	3.26
E11 OBJECTIVES, ORGANIZATIONS, ACCOMPLISHMENTS, AND PROBLEMS OF THE UNITED NATIONS	60	21	3.11
D15 SPECIAL MILITARY HONORS	62	20	3.08
D14 APPLICATION OF DRILL PROCEDURES	63	22	3.07

TABLE 10

PME TOPICS RECEIVING HIGHEST OR LOWEST OVERALL AVERAGE TRAINING EMPHASIS RATINGS
BY E-8 RESPONDENTS

TOPICS RATED HIGHEST	PERCENT RECOMMENDING SOME TRAINING	PERCENT RECOMMENDING ABOVE AVERAGE EMPHASIS OR HIGHER	AVERAGE RATING
C4 PRINCIPLES OF EFFECTIVE WRITING	95	86	7.42
C9 APPLICATION OF WRITTEN COMMUNICATION TECHNIQUES (e.g., WRITTEN REPORTS, CORRESPONDENCE)	92	86	7.27
A2 AUTHORITY AND RESPONSIBILITY OF NCOs	95	80	7.13
C2 PRINCIPLES OF EFFECTIVE SPEAKING	94	83	7.13
C3 PRINCIPLES OF EFFECTIVE READING	92	80	6.85
C8 APPLICATION OF ORAL COMMUNICATION TECHNIQUES (e.g., BRIEFING, SPEECHES)	92	78	6.75
B11 METHODS OF DEALING WITH UNSATISFACTORY PERFORMANCE	87	76	6.52
D8 AUTHORITY OF THE NCO UNDER THE UNIFORM CODE OF MILITARY JUSTICE (UCMJ)	92	74	6.50
A13 COUNSELING THEORY AND TECHNIQUES	89	72	6.49
A8 PROBLEM SOLVING PROCEDURES	85	77	6.47
TOPICS RATED LOWEST			
D13 PROCEDURES FOR RETREAT, PARADES, REVIEWS, AND INSPECTIONS	70	30	3.77
E6 RATIONALE AND INFLUENCE OF NONALIGNED NATIONS	65	34	3.76
C11 OPERATIONS SECURITY (OPSEC) PROGRAMS	62	31	3.70
E15 INTERNATIONAL RELATIONS WITHIN THE COMMUNIST BLOC	63	34	3.66
C6 CONSIDERATION OF ETHNIC PERSPECTIVE IN ORGANIZATIONAL COMMUNICATION	60	35	3.60
E11 OBJECTIVES, ORGANIZATION, ACCOMPLISHMENTS, AND PROBLEMS OF THE UNITED NATIONS	63	32	3.53
D9 THE ROLE OF AIR NATIONAL GUARD, AF RESERVE, AND THE CIVILIAN FORCE IN THE USAF TOTAL FORCE POLICY	61	26	3.37
C14 ROLES OF AIR FORCE TRAINING ORGANIZATIONS	55	29	3.23
D15 SPECIAL MILITARY HONORS	62	19	3.03
D14 APPLICATION OF DRILL PROCEDURES	61	18	2.91

TABLE 11

PME TOPICS RECEIVING HIGHEST OR LOWEST OVERALL AVERAGE TRAINING EMPHASIS RATINGS
BY E-7 RESPONDENTS

TOPICS RATED HIGHEST	PERCENT RECOMMENDING SOME TRAINING	PERCENT RECOMMENDING ABOVE AVERAGE EMPHASIS OR HIGHER	AVERAGE RATING
C4 PRINCIPLES OF EFFECTIVE WRITING	95	83	7.02
A2 AUTHORITY AND RESPONSIBILITY OF NCOs	94	79	7.01
B11 METHODS OF DEALING WITH UNSATISFACTORY PERFORMANCE	90	80	6.69
C2 PRINCIPLES OF EFFECTIVE SPEAKING	93	74	6.65
C9 APPLICATION OF WRITTEN COMMUNICATION TECHNIQUES (e.g., WRITTEN REPORTS, CORRESPONDENCE)	90	79	6.57
D8 AUTHORITY OF THE NCO UNDER THE UNIFORM CODE OF MILITARY JUSTICE (UCMJ)	90	74	6.41
C3 PRINCIPLES OF EFFECTIVE READING	88	76	6.34
A13 COUNSELING THEORY AND TECHNIQUES	85	69	6.17
A8 PROBLEM SOLVING PROCEDURES	87	70	6.10
C5 PRINCIPLES OF EFFECTIVE LISTENING	83	68	6.06
TOPICS RATED LOWEST			
E9 CHARACTERISTICS AND FORMS OF TOTALITARIAN GOVERNMENTS	54	26	3.07
C6 CONSIDERATION OF ETHNIC PERSPECTIVE IN ORGANIZATIONAL COMMUNICATION	53	28	3.07
D13 PROCEDURES FOR RETREAT, PARADES, REVIEWS, AND INSPECTION	59	16	2.93
E15 INTERNATIONAL RELATIONS WITHIN THE COMMUNIST BLOC	51	22	2.92
D1 AIR FORCE HISTORY	58	17	2.89
E11 OBJECTIVES, ORGANIZATION, ACCOMPLISHMENTS, AND PROBLEMS OF THE UNITED NATIONS	52	22	2.85
C14 ROLES OF AIR FOR E TRAINING ORGANIZATIONS	47	22	2.59
D9 THE ROLE OF AIR NATIONAL GUARD, AF RESERVE, AND THE CIVILIAN FORCE IN THE USAF TOTAL FORCE POLICY	51	14	2.46
D15 SPECIAL MILITARY HONORS	46	14	2.21
D14 APPLICATION OF DRILL PROCEDURES	49	12	2.17

TABLE 12

THE TOPICS RECEIVING HIGHEST OR LOWEST OVERALL AVERAGE TRAINING EMPHASIS RATINGS
BY E-6 RESPONDENTS

TOPICS RATED HIGHEST	PERCENT RECOMMENDING		PERCENT RECOMMENDING ABOVE AVERAGE EMPHASIS OR HIGHER	AVERAGE RATING
	SOME TRAINING			
A2 AUTHORITY AND RESPONSIBILITY OF NCOs	96		80	7.03
C4 PRINCIPLES OF EFFECTIVE WRITING	90		74	6.48
D8 AUTHORITY OF THE NCO UNDER THE UNIFORM CODE OF MILITARY JUSTICE (UCMJ)	89		69	6.40
B11 METHODS OF DEALING WITH UNSATISFACTORY PERFORMANCE	87		70	6.18
A15 METHODS OF HANDLING COMPLAINTS AND GRIEVANCES	87		71	6.01
C3 PRINCIPLES OF EFFECTIVE READING	87		65	5.94
A8 PROBLEM SOLVING PROCEDURES	84		65	5.93
A13 COUNSELING THEORY AND TECHNIQUES	86		66	5.88
C9 APPLICATION OF WRITTEN COMMUNICATION TECHNIQUES (e.g., WRITTEN REPORTS, CORRESPONDENCE)	82		67	5.83
A1 ROLE OF THE NCO IN THE AIR FORCE CHAIN OF COMMAND	87		63	5.82
A14 APPLICATION OF COUNSELLING TECHNIQUES	85		66	5.82
TOPICS RATED LOWEST				
E9 CHARACTERISTICS AND FORMS OF TOTALITARIAN GOVERNMENTS	53		24	2.92
C6 CONSIDERATION OF ETHNIC PERSPECTIVE IN ORGANIZATIONAL COMMUNICATION	51		24	2.85
E15 INTERNATIONAL RELATIONS WITHIN THE COMMUNIST BLOC	50		23	2.71
C14 ROLES OF AIR FORCE TRAINING ORGANIZATIONS	50		20	2.67
E11 OBJECTIVES, ORGANIZATION, ACCOMPLISHMENTS, AND PROBLEMS OF THE UNITED NATIONS	50		19	2.66
E6 RATIONALE AND INFLUENCE OF NONALIGNED NATIONS	50		19	2.64
C13 CONFERENCE AND COMMITTEE PREPARATION	47		19	2.49
D9 THE ROLE OF AIR NATIONAL GUARD, AF RESERVE, AND THE CIVILIAN FORCE IN THE USAF TOTAL FORCE POLICY	49		14	2.33
D15 SPECIAL MILITARY HONORS	49		10	2.29
D14 APPLICATION OF DRILL PROCEDURES	52		9	2.18

TABLE 13

PME TOPICS RECEIVING HIGHEST OR LOWEST OVERALL AVERAGE TRAINING EMPHASIS RATINGS
BY E-5 RESPONDENTS

TOPICS RATED HIGHEST	PERCENT RECOMMENDING SOME TRAINING	PERCENT RECOMMENDING ABOVE AVERAGE EMPHASIS OR HIGHER	AVERAGE RATING
B11 METHODS OF DEALING WITH UNSATISFACTORY PERFORMANCE	87	76	6.49
A2 AUTHORITY AND RESPONSIBILITY OF NCOs	90	68	6.31
C4 PRINCIPLES OF EFFECTIVE WRITING	89	65	6.23
A8 PROBLEM SOLVING PROCEDURES	88	68	6.07
D8 AUTHORITY OF THE NCO UNDER THE UNIFORM CODE OF MILITARY JUSTICE (UCMJ)	84	65	5.90
C2 PRINCIPLES OF EFFECTIVE SPEAKING	84	65	5.81
A15 METHODS OF HANDLING COMPLAINTS AND GRIEVANCES	83	62	5.72
A7 BASIC PRINCIPLES OF MOTIVATION	82	65	5.69
B10 PROCEDURES FOR HANDLING NEW PERSONNEL	80	61	5.59
C3 PRINCIPLES OF EFFECTIVE READING	79	62	5.54
TOPICS RATED LOWEST			
B14 BUDGET MANAGEMENT	45	28	2.83
E6 RATIONALE AND INFLUENCE OF NONALIGNED NATIONS	51	24	2.77
C6 CONSIDERATION OF ETHNIC PERSPECTIVE IN ORGANIZATIONAL COMMUNICATION	46	24	2.75
E11 OBJECTIVES, ORGANIZATION, ACCOMPLISHMENTS, AND PROBLEMS OF THE UNITED NATIONS	48	22	2.72
C14 ROLES OF AIR FORCE TRAINING ORGANIZATIONS	43	24	2.72
E15 INTERNATIONAL RELATIONS WITHIN THE COMMUNIST BLOC	46	23	2.53
D14 APPLICATION OF DRILL PROCEDURES	49	20	2.50
D15 SPECIAL MILITARY HONORS	46	17	2.43
C13 CONFERENCE AND COMMITTEE PREPARATION	41	24	2.39
D9 THE ROLE OF AIR NATIONAL GUARD, AF RESERVE, AND THE CIVILIAN FORCE IN THE USAF TOTAL FORCE POLICY	48	12	2.35

TABLE 14

PME TOPICS RECEIVING HIGHEST OR LOWEST OVERALL AVERAGE TRAINING EMPHASIS RATINGS
BY SR E-4 RESPONDENTS

TOPICS RATED HIGHEST	PERCENT RECOMMENDING ABOVE AVERAGE EMPHASIS OR HIGHER		AVERAGE RATING
	PERCENT RECOMMENDING SOME TRAINING	PERCENT RECOMMENDING ABOVE AVERAGE EMPHASIS OR HIGHER	
A8 PROBLEM SOLVING PROCEDURES	90	69	6.26
A15 METHODS OF HANDLING COMPLAINTS AND GRIEVANCES	90	66	6.06
A2 AUTHORITY AND RESPONSIBILITY OF NCOs	88	66	6.03
B11 METHODS OF DEALING WITH UNSATISFACTORY PERFORMANCE	84	68	5.91
A7 BASIC PRINCIPLES OF MOTIVATION	87	65	5.76
D8 AUTHORITY OF THE NCO UNDER THE UNIFORM CODE OF MILITARY JUSTICE (UCMJ)	90	62	5.74
D17 AIR FORCE CAREER PROGRESSION AND PROMOTION SYSTEM	85	59	5.66
A5 BASIC PRINCIPLES OF INDIVIDUAL BEHAVIOR	82	56	5.50
B4 PERFORMANCE EVALUATION	81	60	5.38
B10 PROCEDURES FOR HANDLING NEW PERSONNEL	78	62	5.24
TOPICS RATED LOWEST			
E2 EVOLUTION AND DOCTRINE OF COMMUNISM	62	29	3.43
E11 OBJECTIVES, ORGANIZATION, ACCOMPLISHMENTS, AND PROBLEMS OF THE UNITED NATIONS	62	26	3.41
A10 INDIVIDUAL AND GROUP DIFFERENCES AND THE ROLE OF THE AIR FORCE AFFIRMATIVE ACTIONS PLAN	59	28	3.37
E6 RATIONALE AND INFLUENCE OF NONALIGNED NATIONS	60	25	3.31
D15 SPECIAL MILITARY HONORS	57	31	3.28
D9 THE ROLE OF AIR NATIONAL GUARD, AF RESERVE, AND THE CIVILIAN FORCE IN THE USAF TOTAL FORCE POLICY	62	18	3.21
C13 CONFERENCE AND COMMITTEE PREPARATION	53	29	3.18
E9 CHARACTERISTICS AND FORMS OF TOTALITARIAN GOVERNMENTS	60	19	3.12
D14 APPLICATION OF DRILL PROCEDURES	54	22	2.91
E15 INTERNATIONAL RELATIONS WITHIN THE COMMUNIST BLOC	51	22	2.84

TABLE 15

PME TOPICS RECEIVING HIGHEST OR LOWEST OVERALL AVERAGE TRAINING EMPHASIS RATINGS
BY JR E-4 RESPONDENTS

TOPICS RATED HIGHEST	PERCENT RECOMMENDING SOME TRAINING	PERCENT RECOMMENDING ABOVE AVERAGE EMPHASIS OR HIGHER	AVERAGE RATING
C5 PRINCIPLES OF EFFECTIVE LISTENING	81	71	5.97
C2 PRINCIPLES OF EFFECTIVE SPEAKING	81	64	5.69
A2 AUTHORITY AND RESPONSIBILITY OF NCOs	84	60	5.69
A7 BASIC PRINCIPLES OF MOTIVATION	84	59	5.69
D8 AUTHORITY OF THE NCO UNDER THE UNIFORM CODE OF MILITARY JUSTICE (UCMJ)	81	59	5.24
A5 BASIC PRINCIPLES OF INDIVIDUAL BEHAVIOR	79	53	5.16
A4 BASIC PRINCIPLES OF FOLLOWERSHIP AND LEADERSHIP	78	55	5.09
D17 AIR FORCE CAREER PROGRESSION AND PROMOTION SYSTEM	72	55	4.98
A8 PROBLEM SOLVING PROCEDURES	72	48	4.90
A15 METHODS OF HANDLING COMPLAINTS AND GRIEVANCES	67	54	4.69
TOPICS RATED LOWEST			
B14 BUDGET MANAGEMENT	43	22	2.57
E21 BASIC PRINCIPLES OF USAF DOCTRINE (AFM 1-1)	47	19	2.48
D9 THE ROLE OF AIR NATIONAL GUARD, AF RESERVE, AND THE CIVILIAN FORCE IN THE USAF TOTAL FORCE POLICY	47	17	2.43
D15 SPECIAL MILITARY HONORS	48	14	2.41
E5 INSTRUMENTS OF NATIONAL POLICY	45	17	2.40
E11 OBJECTIVES, ORGANIZATION, ACCOMPLISHMENTS, AND PROBLEMS OF THE UNITED NATIONS	41	21	2.31
E9 CHARACTERISTICS AND FORMS OF TOTALITARIAN GOVERNMENTS	43	16	2.22
D14 APPLICATION OF DRILL PROCEDURES	48	12	2.12
C13 CONFERENCE AND COMMITTEE PREPARATION	36	22	2.05
A10 INDIVIDUAL AND GROUP DIFFERENCES AND THE ROLE OF THE AIR FORCE AFFIRMATIVE ACTIONS PLAN	29	10	1.60

TABLE 16

**DISTRIBUTION OF E-7 RESPONDENTS' TRAINING EMPHASIS RATINGS
FOR A SAMPLE PME TOPIC ON WHICH THERE IS LACK OF AGREEMENT**

<u>RATING</u>	<u>PERCENTAGE SELECTING EACH RESPONSE FOR A TOPIC ON NONVERBAL COMMUNICATION</u>
0 - NO TRAINING	46
1 - EXTREMELY LOW	0
2 - VERY LOW	1
3 - LOW	2
4 - BELOW AVERAGE	3
5 - AVERAGE	14
6 - ABOVE AVERAGE	9
7 - HIGH	10
8 - VERY HIGH	7
9 - EXTREMELY HIGH	8

AVERAGE RATING = 3.45

TASK DIFFICULTY RATINGS

In the process of applying occupational survey data to curriculum decisions, a knowledge of the relative difficulty of the tasks performed by respondents can often be helpful. As discussed earlier in this study, "difficulty" was defined as "the length of time it takes an average incumbent to learn to do a task" and was rated on a nine-point scale from extremely low difficulty to extremely high difficulty. These ratings can be used to help determine the method of instruction, number of course hours devoted to a subject, or even, for tasks of extremely low difficulty, whether any formal instruction is necessary at all.

The relative difficulty of each task in the inventory of leadership, management, and communicative tasks is based on the ratings of 499 experienced E-8s assigned worldwide. These ratings were processed to produce an ordered listing of all tasks in terms of their relative difficulty and were standardized to have an average difficulty of 5.0. Tasks rated 6.0 or above are considered to be the most difficult tasks, and those rated below 4.0 are considered to be of low difficulty.

Table 17 lists those tasks from the inventory that received the highest difficulty ratings. Of the 15 top rated tasks, 13 are directly related to communicative skills or long-range planning and are most frequently performed by E-8 or E-9 personnel. In fact, of the 41 "most difficult" tasks, only eight are performed by more than 30 percent of the respondents below the grade of E-8. Conversely, Table 18 lists the lowest rated tasks, and a majority of these involve relatively mundane administrative aspects of supervision, such as verifying leaves, developing additional duty rosters, or monitoring subordinates' attendance of scheduled appointments.

TABLE 17
TASKS RATED MOST DIFFICULT

TASKS	TASK DIFFICULTY
WRITE TECHNICAL OR PROFESSIONAL ARTICLES	7.52
DEVELOP IDEAS FOR THE DESIGN OF NEW EQUIPMENT OR SERVICES	7.00
PROJECT LONG-TERM FUND REQUIREMENTS, SUCH AS SYSTEM DEVELOPMENT	7.00
PREPARE OR WRITE LECTURES OR SPEECHES	6.88
PROVIDE DOCUMENTATION TO SUBSTANTIATE JUDICIAL PUNISHMENT ACTIONS, SUCH AS COURT MARTIALS	6.76
DRAFT STAFF STUDIES OR SPECIAL STUDIES OR ANALYSES	6.76
DEVELOP NEW APPLICATIONS OF BASIC DESIGNS, IDEAS, OR PROCESSES	6.68
DEVELOP CONTINGENCY PLANS, SUCH AS EMERGENCY ACTION PLANS	6.57
DEVELOP OR REVISE GOALS OR OBJECTIVES FOR FUTURE OR LONG-TERM OPERATIONS	6.54
PREPARE OR WRITE MILITARY BRIEFINGS	6.54
PRESENT LECTURES OR SPEECHES	6.51
DETERMINE REQUIREMENTS FOR EQUIPMENT, FACILITIES, SUPPLIES, OR SERVICES FOR FUTURE OR LONG-TERM OPERATIONS	6.51
DEVELOP OR REVISE METHODS OR PROCEDURES FOR FUTURE OR LONG-TERM OPERATIONS	6.41
DETERMINE MANNING REQUIREMENTS FOR FUTURE OR LONG-TERM OPERATIONS	6.38
PLAN ALLOCATION OR USE OF RESOURCES FOR FUTURE OR LONG-TERM OPERATIONS	6.37

TABLE 18
TASKS RATED LEAST DIFFICULT

TASKS	TASK DIFFICULTY
READ NONTECHNICAL INFORMATION, SUCH AS SAFETY BULLETINS, BASE BULLETINS, OR NONMISSION RELATED MEMORANDA	1.75
VERIFY LEAVES OF SUBORDINATES	1.89
MONITOR SUBORDINATES' ATTENDANCE OF SCHEDULED APPOINTMENTS, SUCH AS MEDICAL, DENTAL, OR RECORDS REVIEW	2.50
SCHEDULE LEAVES, PASSES, OR TEMPORARY DUTY (TDY)	2.71
APPROVE OR DISAPPROVE LEAVES, PASSES, OR TDY	2.73
PASS ON INFORMATION TO SUBORDINATES	2.78
ADMINISTER OR SCORE TESTS OR EXAMINATIONS OF PERSONNEL	2.84
DEVELOP OR MAINTAIN ROSTERS, SUCH AS ADDITIONAL DUTY ROSTERS	2.87
PARTICIPATE IN MILITARY DRILL FORMATIONS, SUCH AS PARADES OR RETREATS	3.03
REVIEW, FORWARD, OR APPROVE REQUESTS FROM SUBORDINATES, SUCH AS SCHOOL APPLICATIONS OR OFF-DUTY EMPLOYMENT REQUESTS	3.06
VERIFY SUBORDINATES' ELIGIBILITY FOR REENLISTEMENT OR PROMOTION	3.09
MAINTAIN ADMINISTRATIVE CHARTS OR GRAPHS, SUCH AS STATUS BOARDS	3.10
DEVELOP OR MAINTAIN DUTY SCHEDULES	3.25
GATHER INFORMATION INFORMALLY BY TELEPHONE OR IN FACE-TO-FACE CONVERSATION	3.28
GIVE VERBAL ORDERS TO SUBORDINATES	3.30

PERCEPTIONS OF BENEFIT FROM PME COURSES

Included as part of the background items in the Job Inventory booklet was a series of questions designed to measure the benefit perceived by those who had completed each type of enlisted PME course. Using the following 5-point scale, respondents were asked to indicate the extent to which the instruction they had received in each type of PME course benefitted them in their job performance:

1. None
2. A limited amount
3. A moderate amount
4. A considerable amount
5. A great amount

In the analysis of these responses, comparisons were made based on the percentage of people completing a PME course who indicated they had received either a considerable amount or a great amount of benefit (responses 4 or 5) from that course. These comparisons are displayed in Table 19 and seem to lead to two conclusions. First, they show that PME resident courses received a greater percentage of high benefit ratings than did the PME correspondence courses. Second, the comparisons indicate that Phases III, IV, and V of PME are perceived to be of much greater benefit than are Phases I and II. In fact, Phases III, IV, and V received the top two ratings from 58, 78, and 77 percent, respectively, of the respondents who had completed the course. This latter trend could be explained by the fact that a greater percentage of those respondents completing Phases IV and V are higher ranking NCOs who are more involved with leadership, management, and communicative tasks. However, a comparison of the responses within each paygrade (see Table 20) still shows that the higher level courses are perceived to be of more benefit than the lower level courses.

Table 20 also shows that respondents in paygrades E-7, E-8, and E-9 tend to perceive a greater degree of benefit from most PME courses than do Jr E-4, E-5, or E-6, respondents. In contrast to this pattern, however, Sr E-4 respondents show a larger percentage of high benefit ratings than any other paygrade for three of the four courses that they are eligible to attend or take.

Finally, comparisons of the tasks performed were made between the respondents who rated a resident course of considerable or of great benefit and those who rated it of limited benefit or of no benefit. Although there was a tendency for a slightly greater percentage of the higher raters to be involved in direct supervisory tasks, these differences were not large enough to relate perceived benefit to performing specific tasks.

TABLE 19

PERCENTAGE OF THOSE COMPLETING A PME COURSE WHO INDICATED
THE COURSE WAS OF CONSIDERABLE OR OF GREAT BENEFIT

<u>PME PHASES</u>	<u>RESIDENT COURSE PERCENTAGES</u>	<u>CORRESPONDENCE COURSE PERCENTAGES</u>
PHASE I	34	29
PHASE II	38	NO COURSE
PHASE III	58	NO COURSE
PHASE IV	78	38
PHASE V	77	37

TABLE 20

PAYGRADE COMPARISON OF THE PERCENTAGE OF THOSE COMPLETING A PME COURSE WHO
INDICATED THE COURSE WAS OF CONSIDERABLE OR OF GREAT BENEFIT

<u>PME COURSES</u>	<u>PERCENT RESPONDING</u>						
	<u>JR E-4</u>	<u>SR E-4</u>	<u>E-5</u>	<u>E-6</u>	<u>E-7</u>	<u>E-8</u>	<u>E-9</u>
<u>RESIDENT COURSES:</u>							
PHASE I	26	35	30	38	52	48	51
PHASE II	-	52	38	34	39	45	48
PHASE III	-	78	63	60	64	57	65
PHASE IV	-	-	-	69	78	75	80
PHASE V	-	-	-	-	-	74	80
<u>CORRESPONDENCE COURSES:</u>							
PHASE I	16	48	21	24	33	35	44
PHASE IV	-	-	39	37	44	34	33
PHASE V	-	-	-	-	43	33	37

DISCUSSION OF FINDINGS

In the present enlisted PME system, the division of curricula within the five-phase program is based primarily on paygrade specific needs. In most phases all students receive basically the same material. Comparisons of the PME survey data to present course curricula have indicated that, under this system, the leadership, management, and communicative tasks performed by personnel in each paygrade are generally being addressed in the curriculum designed for the corresponding phase of PME. Through the use of PME survey data, some of the curriculum objectives in AFR 50-39 have been revised or refined, making the curriculum even more responsive to the needs of the members of each paygrade group.

However, the survey data also reveal considerable differences in leadership, management, and communicative tasks performed by personnel in different career fields within the same paygrade. In addition, a lack of agreement exists among respondents in a single paygrade about the need for training in many of the common PME curriculum topics. These last two findings indicate that personnel in the same paygrade may enter a phase of PME with very different amounts of leadership, management, or communicative experience and with very different PME needs.

Because of the increased number of hours involved in Phase V, curriculum managers at the Senior NCO Academy might be able to use the survey data in building a series of recommended electives or self-paced modules of instruction that will help tailor the Phase V experience to the differing needs of their E-9 students. Given the smaller number of course hours involved, though, curriculum managers in the other phases of PME may have much more difficulty tailoring their offerings. However, PME personnel in all phases should be encouraged to be sensitive to these student differences and should be willing to supplement or enhance the standard course material when possible.

APPENDIX A
PERCENTAGE OF RESPONDENTS IN EACH PAYGRADE GROUP WHO PERFORM
TASKS IN THE JOB INVENTORY

A1

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AF HUMAN RESOURCES LABORATORY
AIR FORCE SYSTEMS COMMAND

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AF HUMAN RESOURCES LABORATORY
AIR FORCE SYSTEMS COMMAND

OPSHR1

PCT MOS PER TASK/DUTIES BY PAYGRADE OPS TTL SMP

TABULATION OF PERCENT MEMBERS PERFORMING TASKS & DUTIES IN THE ENLISTED PME STUDY.

REPORTS ON THE FOLLOWING GROUPS WERE REQUESTED

GROUP IDENTITY =	SPC001	ALL AMN IN SAMPLE	CONTAINING	9037 MEMBERS.
GROUP IDENTITY =	SPC002	ALL AMN IN PAYGRADE E-1	CONTAINING	30 MEMBERS.
GROUP IDENTITY =	SPC003	ALL AMN IN PAYGRADE E-2	CONTAINING	372 MEMBERS.
GROUP IDENTITY =	SPC004	ALL AMN IN PAYGRADE E-3	CONTAINING	966 MEMBERS.
GROUP IDENTITY =	SPC005	ALL AMN IN PAYGRADE E-4	CONTAINING	730 MEMBERS.
GROUP IDENTITY =	SPC112	ALL AMN IN PAYGRADE E-4	CONTAINING	177 MEMBERS.
GROUP IDENTITY =	SPC113	ALL AMN IN PAYGRADE E-4	CONTAINING	398 MEMBERS.
GROUP IDENTITY =	SPC006	ALL AMN IN PAYGRADE E-5	CONTAINING	3235 MEMBERS.
GROUP IDENTITY =	SPC009	ALL AMN IN PAYGRADE E-6	CONTAINING	829 MEMBERS.
GROUP IDENTITY =	SPC010	ALL AMN IN PAYGRADE E-7	CONTAINING	734 MEMBERS.
GROUP IDENTITY =	SPC011	ALL AMN IN PAYGRADE E-8	CONTAINING	819 MEMBERS.
GROUP IDENTITY =	SPC012	ALL AMN IN PAYGRADE E-9	CONTAINING	1815 MEMBERS.

W/12-00 MOS TAFMS
W/49- MOS TAFMS

A3

PCT MEMS PERM YRS/DIES BY PAYGRADE OPS TTL SHP

BPSUM1

AF HUMAN RESOURCES LABORATORY
AIR FORCE SYSTEMS COMMANDDUTY GROUP SUMMARY
PERCENT MEMBERS PERFORMING

	DUTY															
	SPC	SPC	SPC	SPC	SPC	SPC	SPC	SPC	SPC	SPC	SPC	SPC	SPC	SPC	SPC	SPC
	001	002	003	004	005	006	007	008	009	010	011	012	013	014	015	016
A PERFORMING COMMUNICATIVE FUNCTIONS	97	97	96	96	96	96	96	96	97	97	97	97	97	97	97	97
B MANAGING OR PARTICIPATING IN COUNCILS, BOARDS, OR MEETINGS	65	23	34	33	37	33	40	57	72	84	96	96	96	96	96	96
C PERFORMING PERSONNEL RELATIONS OR MANPOWER MANAGEMENT FUNCTIONS	79	23	33	42	61	54	68	83	88	95	95	95	95	95	95	95
D MAINTAINING STANDARDS AND DISCIPLINE	61	17	19	21	37	32	42	61	73	80	82	83	83	83	83	83
E PERFORMING TRAINING FUNCTIONS	68	17	24	31	54	49	60	72	79	85	84	81	81	81	81	81
F CONTROLLING AND DIRECTING	84	37	45	49	72	66	79	89	92	97	98	98	98	98	98	98
G PERFORMING INSPECTION OR INVESTIGATION FUNCTIONS	73	40	40	45	51	47	55	72	83	89	93	92	92	92	92	92
H PERFORMING EVALUATION FUNCTIONS	70	20	19	20	37	30	45	72	84	91	94	92	92	92	92	92
I PERFORMING PLANNING OR PROGRAM DEVELOPMENT FUNCTIONS	53	20	16	19	26	26	27	46	57	70	82	87	87	87	87	87
J PERFORMING FINANCIAL AND MATERIAL MANAGEMENT FUNCTIONS	62	27	35	38	43	41	55	60	66	74	79	80	80	80	80	80
K PERFORMING SAFETY OR SECURITY FUNCTIONS	67	23	39	43	47	45	50	66	72	81	86	86	86	86	86	86
L PERFORMING SOCIAL OR CEREMONIAL FUNCTIONS	60	23	41	45	45	43	48	53	59	71	79	88	88	88	88	88

YASH GROUP SUMMARY
PERCENT MEMBERS PERFORMING

[illegible]

TASK GROUP SUMMARY
PERCENT MEMBERS PERFORMING

62549

**AF HUMAN RESOURCES LABORATORY
AIR FORCE SYSTEMS COMMAND**

DY-TSM

	SPC 001	SPC 002	SPC 003	SPC 004	SPC 005	SPC 112	SPC 113	SPC 006	SPC 007	SPC 008	SPC 009	SPC 010	SPC 011	SPC 012
C 62 INTERVIEW PERSONNEL TO DETERMINE QUALIFICATIONS FOR SELECTION, PLACEMENT, OR REASSIGNMENT	29	3	6	8	10	7	13	15	28	93	59	64		
C 63 MONITOR SUBORDINATES' ATTENDANCE OF SCHEDULED APPOINTMENTS SUCH AS MEDICAL, DENTAL, OR RECORDS REVIEW	44	10	13	13	20	10	25	43	57	67	64	69		
C 64 MONITOR SUBORDINATES' LIVING CONDITIONS, FAMILY SITUATION, OR QUALITY OF LIFE	32	7	9	10	15	18	19	25	33	51	57	59		
C 65 ORIENT NEW SUBORDINATES	55	10	17	23	38	33	42	55	63	74	75	78		
C 66 ORIENT NEW SUPERIORS	38	3	10	13	20	16	24	30	50	61	63	63		
C 67 PREPARE INPUTS TO MANPOWER REPORTS OR DOCUMENTS SUCH AS UNIT TRAINING DOCUMENT (UWD) (FORMERLY UDL)	27	3	9	10	12	10	14	14	23	34	53	63		
C 68 PROVIDE INFORMAL POSITIVE FEEDBACK OR RECOGNITION TO SUBORDINATES	50	7	10	16	26	29	28	47	59	71	76	77		
C 69 PROVIDE NEGATIVE VERBAL FEEDBACK FOR POOR WORK PERFORMANCE, APPEARANCE, OR BEHAVIOR	50	10	12	16	25	24	27	47	60	78	74	75		
C 70 PUBLICIZE OR PROMOTE SELF-IMPROVEMENT OPPORTUNITIES: FOR EXAMPLE, OFF-DUTY EDUCATION OPPORTUNITIES	47	10	12	16	24	19	31	41	52	70	74	75		
C 71 REVIEW, EDIT, OR APPROVE MANPOWER OR PERSONNEL MANAGEMENT DOCUMENTS SUCH AS UWD OR INPUTS TO TRAINING REPORTS	23	3	9	9	12	9	14	11	18	31	46	57		
C 72 REVIEW, FORWARD OR APPROVE REQUESTS FROM SUBORDINATES SUCH AS SCHOOL APPLICATIONS OR OFF-DUTY EMPLOYMENT REQUESTS	33	3	6	9	12	9	15	21	36	57	67	65		
C 73 SCHEDULE LEAVES, PASSES, OR TEMPORARY DUTY (TDY)	37	3	9	10	14	9	18	26	47	60	68	65		
C 74 SEARCH RECORDS OR DOCUMENTS TO DETERMINE QUALIFICATIONS FOR SELECTION, PLACEMENT, OR ASSIGNMENT	29	3	8	10	12	9	14	17	26	43	55	65		
C 75 SELECT OR IMPLEMENT ACTIONS TO RESOLVE SUBORDINATES' PERSONAL PROBLEMS, COMPLAINTS, OR GRIEVANCES	40	3	8	10	15	11	19	32	47	60	68	70		
C 76 SOLICIT INPUTS TO PROGRAMS, SUCH AS RECOGNITION OR SUGGESTION PROGRAMS	34	3	9	10	14	11	16	22	36	51	65	68		
C 77 SUBMIT RECOMMENDATIONS FOR BOARD ACTIONS SUCH AS CLASSIFICATION, SCHOOL SELECTION, OR BELOW-THE-ZONE PROMOTION	29	3	8	9	12	8	16	18	31	48	58	57		
C 78 VERIFY LEAVES OF SUBORDINATES	37	3	7	8	12	8	15	28	46	62	67	64		
C 79 VERIFY SUBORDINATES' ELIGIBILITY FOR REENLISTMENT OR PROMOTION	34	3	9	9	12	7	17	27	38	53	59	59		
D 80 ADMINISTER CORRECTIVE ACTIONS, SUCH AS WORK-RELATED DETAILS FOR BREACHES OF DISCIPLINE OR STANDARDS	28	7	9	9	14	10	18	24	33	44	46	43		
D 81 ADMINISTER OFFICIAL CORRECTIVE ACTIONS, SUCH AS VERBAL REPRIMANDS	36	7	8	10	16	12	20	32	43	53	60	58		
D 82 DETERMINE OR RECOMMEND DISCIPLINARY OR CORRECTIVE ACTIONS, SUCH AS ARTICLE 15 OR VERBAL REPRIMANDS	28	7	6	9	12	9	15	26	31	48	51	53		
D 83 DETERMINE, DEVELOP, OR SUPPLEMENT JOB PERFORMANCE STANDARDS TO INCLUDE SAFETY OR SECURITY STANDARDS	34	7	8	9	15	12	18	29	43	58	57	58		
D 84 DETERMINE, DEVELOP, OR SUPPLEMENT STANDARDS OF APPEARANCE OR NEGATIVE	33	3	7	8	15	11	20	29	39	48	52	57		
D 85 EXPLAIN STANDARDS, SUCH AS JOB PERFORMANCE, BEHAVIOR, OR APPEARANCE STANDARDS TO SUBORDINATES	54	10	10	14	30	26	34	53	67	75	77	76		
D 86 MONITOR PROGRESS OF PERSONNEL WHO FAIL TO MAINTAIN STANDARDS, SUCH AS UNSATISFACTORY PERFORMERS	40	7	5	8	17	13	21	38	51	61	63	63		
D 87 PROVIDE DOCUMENTATION FOR ADMINISTRATIVE SEPARATIONS	20	7	6	8	10	7	12	13	22	32	40	36		

UNDER AFM 39-16 ON 39-13

TASK GROUP SUMMARY
PERCENT MEMBERS PERFORMING

		001	002	003	004	005	006	007	008	009	010	011	012
D 88	PROVIDE DOCUMENTATION FOR CONTROL ROSTER ACTIONS	21	13	6	10	11	10	13	13	22	31	39	39
D 89	PROVIDE DOCUMENTATION FOR UNFAVORABLE INFORMATION FILES (UIF)	23	7	5	6	10	7	13	15	25	36	44	44
D 90	PROVIDE DOCUMENTATION TO SUBSTANTIATE JUDICIAL PUNISHMENT ACTIONS SUCH AS COURTS MARTIAL	15	7	4	7	8	7	10	9	14	22	29	29
D 91	PROVIDE DOCUMENTATION TO SUBSTANTIATE NON-JUDICIAL PUNISHMENT ACTIONS, SUCH AS ARTICLE 15'S OR LETTERS OF REPRIMAND	22	7	5	6	10	8	12	15	23	33	42	40
D 92	REVIEW AND INDICATE CONCURRENCE WITH RECOMMENDATIONS FOR DISCIPLINARY ACTIONS	18	7	5	7	9	7	11	11	16	24	34	39
E 93	ADMINISTER OR SCORE TESTS OR EXAMINATIONS OF PERSONNEL	18	7	8	9	13	9	17	20	22	28	22	14
E 94	ARRANGE FOR FORMAL TRAINING, SUCH AS SPECIAL COURSES OR INTERSERVICE TRAINING	24	3	6	9	10	9	18	19	25	34	41	43
E 95	COMPILE OR FORWARD TRAINING STATISTICS	16	3	8	6	11	8	15	15	20	28	22	21
E 96	CONDUCT CLASSROOM TRAINING AT OTHER THAN RESIDENT SCHOOLS OR FIELD TRAINING DETACHMENTS (FTD)	17	3	5	8	12	9	14	19	21	20	21	18
E 97	CONDUCT ON-THE-JOB TRAINING	47	7	12	24	46	43	49	57	61	57	45	36
E 98	DESIGN INSTRUCTIONAL SYSTEMS	12	3	4	7	11	8	14	12	14	13	15	13
E 99	DETERMINE TRAINING REQUIREMENTS FOR INDIVIDUALS	37	7	5	9	17	13	21	36	47	57	57	50
E 100	DETERMINE UNIT OR ORGANIZATIONAL TRAINING REQUIREMENTS	22	3	6	8	12	9	15	16	23	28	39	42
E 101	DEVELOP TESTS OR EXAMINATIONS FOR PERSONNEL	20	10	9	10	12	9	15	20	24	29	27	23
E 102	DEVELOP TRAINING CONTROL DOCUMENTS, SUCH AS JOB PROFICIENCY GUIDES (JPG)	20	3	7	9	13	9	17	20	27	28	27	22
E 103	EVALUATE GRADUATES OF TRAINING PROGRAMS	20	3	7	8	12	9	14	16	21	29	30	33
E 104	EVALUATE OR PROVIDE INPUTS TO TRAINING CONTROL DOCUMENTS, SUCH AS SPECIALTY TRAINING STANDARDS (STS)	18	3	7	6	12	8	17	17	20	22	24	25
E 105	EVALUATE SUBORDINATES' TRAINING PROGRESS	38	3	7	9	22	18	26	40	50	55	54	49
E 106	EVALUATE TRAINING PROGRAM	28	3	8	9	14	11	17	21	29	38	50	50
E 107	INITIATE CLASSIFICATION ACTIONS, SUCH AS UPGRADE, DOWNGRADE, OR AFSC WITHDRAWAL	25	3	9	4	13	9	18	21	31	42	40	36
E 108	MAINTAIN TRAINING RECORDS	42	7	9	11	23	15	30	48	60	63	52	41
E 109	PLAN TRAINING PROGRAMS	27	3	7	9	13	9	17	26	33	40	40	37
E 110	PREPARE INSTRUCTIONAL MATERIALS, SUCH AS COURSE OUTLINES, LESSON PLANS, STUDY MATERIALS, OR TRAINING AIDS	21	3	8	9	14	11	17	23	27	30	27	23
E 111	SELECT OR NOMINATE PERSONNEL FOR FORMAL SCHOOLS OR TRAINING	28	3	8	9	11	7	16	18	27	40	50	56
F 112	ANALYZE JOBS, TASKS, OR PROCESSES TO DETERMINE IMPROVEMENTS FOR INCREASING PRODUCTIVITY OR JOB SATISFACTION	43	7	13	13	22	19	26	38	50	60	69	71
F 113	ANALYZE PERIODIC OR SPECIAL REPORTS FOR EVALUATION OR CONTROL PURPOSES	27	7	6	9	13	10	17	17	26	36	52	56
F 114	ANALYZE TECHNICAL OR JOB-RELATED PROBLEMS	45	13	10	14	23	20	26	41	53	64	70	71
F 115	ASSIGN, ADJUST, OR SCHEDULE PRIORITIES FOR TASK ACCOMPLISHMENT	45	10	10	12	24	18	30	43	53	66	67	66
F 116	COORDINATE ON MISSION-RELATED ACTIVITIES WITH REPRESENTATIVES OF OTHER SECTIONS OR UNITS OF EQUAL LEVEL	52	7	14	15	24	19	29	48	60	73	80	82
F 117	COORDINATE ON MISSION-RELATED ACTIVITIES WITH REPRESENTATIVES OF HIGHER LEVEL SECTIONS OR UNITS	48	7	12	14	21	16	26	41	55	67	77	81
F 118	COORDINATE ON MISSION-RELATED ACTIVITIES WITH REPRESENTATIVES OF LOWER LEVEL OR SUBORDINATE SECTIONS OR UNITS	45	7	11	13	20	15	26	38	49	61	72	78

**AF HUMAN RESOURCES LABORATORY
AIR FORCE SYSTEMS COMMAND**

PCT MORE PGM TASK/DUTIES BY PAYGRADE GPG YTL SMP

6P5UM1

TASK GROUP SUMMARY
PERCENT MEMBERS PERFORMING

	SPC 001	SPC 002	SPC 003	SPC 004	SPC 005	SPC 112	SPC 113	SPC 009	SPC 010	SPC 011	SPC 012
P 110 COORDINATE ON MISSION-RELATED ACTIVITIES WITH OUTSIDE AGEN- CIES, SUCH AS CIVILIAN AGENCIES OR OTHER MILITARY BRANCHES	38	7	12	13	21	17	24	39	51	56	67
P 120 DESIGN ADMINISTRATIVE CHARTS OR GRAPHS, SUCH AS STATUS BOARDS	28	7	9	11	15	11	19	24	32	35	46
P 121 DESIGN OR MODIFY ORGANIZATIONAL STRUCTURE TO ACCOMPLISH MISSION REQUIREMENTS	17	3	7	8	9	7	12	9	19	19	36
P 122 DETERMINE OR PLAN UNIT WORK FLOW	29	3	6	8	13	10	18	22	33	39	58
P 123 DETERMINE OR RECOMMEND POLICIES AND DIRECTIVES	37	3	6	8	11	10	12	22	40	57	80
P 124 DETERMINE OR SET PRODUCTION OR OPERATIONAL DEADLINES OR TIMETABLES	30	3	6	9	11	9	14	22	33	51	61
P 125 DETERMINE ROUTINGS OF INCOMING INFORMATION, SUCH AS CORRESPONDENCE, MESSAGES, OR REPORTS	36	7	11	12	16	13	19	25	37	50	70
P 126 EXPLAIN POLICIES, PLANS, OR REQUESTS TO HIGHER LEVEL AGENCIES	32	7	7	10	13	11	16	22	30	44	67
P 127 GIVE VERBAL ORDERS TO SUBORDINATES	56	7	8	14	36	33	40	57	67	78	78
P 128 IMPLEMENT OR DIRECT COMMAND SPECIAL INTEREST ITEMS, SUCH AS SUGGESTION, ENERGY, OR NEWCOMER PROGRAMS	25	3	5	8	11	9	13	15	24	35	55
P 129 INTEGRATE INFORMATION FROM MULTIPLE SOURCES INTO SINGLE REPORTS, DOCUMENTS, OR PROGRAMS	27	7	5	10	11	8	14	19	27	34	58
P 130 INTERPRET OR EXPLAIN UNIT POLICIES OR DIRECTIVES	34	10	7	9	14	13	15	26	38	53	73
P 131 MAINTAIN ADMINISTRATIVE CHARTS OR GRAPHS, SUCH AS STATUS BOARDS	31	3	13	13	17	13	22	29	40	43	42
P 132 MAINTAIN ADMINISTRATIVE FILES OR RECORDS	39	10	18	18	23	17	28	38	53	57	87
P 133 MONITOR OR MONITOR ADMINISTRATIVE ACTIONS, SUCH AS MAINTENANCE OF CHARTS, PERIODIC REPORTS, OR FILES	34	3	12	12	16	12	20	26	41	47	60
P 134 MONITOR COMMAND SPECIAL INTEREST ITEMS, SUCH AS SUBS- TITUTION, ENERGY, OR NEWCOMER PROGRAMS	22	3	6	8	10	7	14	12	20	28	42
P 135 MONITOR OR EVALUATE CONTRACTOR SERVICES AND PERFORMANCE	20	3	4	6	9	6	13	16	21	23	35
P 136 MONITOR PRODUCTION OR OPERATIONAL DEADLINES OR TIMETABLES	26	3	5	9	11	8	15	19	29	35	51
P 137 MONITOR, SET, OR ADJUST SUSPENSES	36	3	8	11	14	10	19	24	40	52	71
P 138 OBSERVE UNIT OPERATIONS FOR CONTROL, EVALUATION, OR PROBLEM IDENTIFICATION PURPOSE	25	3	6	8	10	8	12	16	25	35	51
P 139 PASS ON INFORMATION TO SUBORDINATES	59	10	19	23	40	37	43	60	67	78	80
P 140 PERFORM FORMAL TECHNICAL ASSISTANCE OR STAFF ASSISTANCE VISITS	28	7	5	8	11	8	14	18	26	32	44
P 141 PERFORM FORMAL VISITS TO SUBORDINATE UNITS OR SECTIONS	32	3	6	9	12	9	15	22	30	41	58
P 142 PROVIDE GUIDANCE FOR SUBORDINATE SUPERVISORS OR MANAGERS ON WORK RELATED SUBJECTS	40	7	5	9	16	11	21	28	45	64	72
P 143 PROVIDE ON-THE-SPOT DECISIONS AND DIRECTION FOR SUBORDINATES	55	7	9	16	36	30	38	55	65	77	80
P 144 PROVIDE VERBAL INPUTS, SUCH AS TECHNICAL ADVICE OR RECOMMENDATIONS TO COMMANDERS OR SUPERVISORS	59	23	18	22	31	29	33	55	69	88	89
P 145 RECOMMEND OR IMPLEMENT IMPROVEMENTS IN JOB OR TASK PROCESSES TO INCREASE PRODUCTIVITY OR JOB SATISFACTION	52	13	18	22	31	27	35	47	58	68	77
P 146 SELECT OR IMPLEMENT ACTIONS TO RESOLVE TECHNICAL OR JOB-RELATED PROBLEMS	48	10	13	16	23	21	24	41	56	68	75
P 147 CONDUCT FORMAL INSPECTIONS OF FACILITIES, EQUIPMENT, OR WORK AREAS	38	23	19	23	24	21	27	34	39	45	50

PCT MORE PERM TASKS/DUTIES BY PAYGRADE OPS TTL SMP

AF HUMAN RESOURCES LABORATORY
AIR FORCE SYSTEMS COMMAND

GP5UMJ

TASK GROUP SUMMARY PERCENT MEMBERS PERFORMING

04-15K

	SPC 001	SPC 002	SPC 003	SPC 004	SPC 005	SPC 112	SPC 113	SPC 008	SPC 009	SPC 010	SPC 011	SPC 012
0 148 CONDUCT FORMAL INSPECTIONS OF PERSONNEL	24	3	8	9	11	8	14	19	24	31	41	91
0 149 CONDUCT FORMAL INSPECTIONS OF RECORDS, ADMINISTRATIVE FILES, OR DIRECTIVES	27	7	11	13	17	12	22	24	31	36	39	91
0 150 CONDUCT INFORMAL INSPECTIONS OF FACILITIES, EQUIPMENT, OR WORK AREAS	50	23	27	26	30	28	31	46	55	61	71	73
0 151 CONDUCT INFORMAL INSPECTIONS OF PERSONNEL	44	10	10	11	19	16	22	40	52	63	68	70
0 152 CONDUCT INFORMAL INSPECTIONS OF RECORDS, ADMINISTRATIVE FILES, OR DIRECTIVES	39	10	12	16	21	16	26	34	47	53	59	58
0 153 CONDUCT OR ASSIST IN FORMAL INVESTIGATIONS, SUCH AS LINE-OF-DUTY OR FORMAL ACCIDENT INVESTIGATIONS	18	3	10	10	13	11	15	14	16	20	33	31
0 154 CONDUCT OR ASSIST IN INFORMAL INVESTIGATIONS OF INCIDENTS OR EVENTS	23	3	11	12	14	12	17	17	21	29	40	44
0 155 INITIATE FORMAL INVESTIGATIONS, SUCH AS LINE-OF-DUTY OR FORMAL ACCIDENT INVESTIGATIONS	13	3	9	9	11	10	13	11	12	13	18	19
0 156 INSPECT AND EVALUATE ALERT, EMERGENCY, OR CONTINGENCY PLANS	20	3	8	9	11	9	13	14	18	22	37	43
0 157 PERFORM IN-HOUSE STUDIES OR ANALYSES	30	7	8	11	13	11	17	22	31	36	51	40
0 158 PERFORM SPECIAL PREPARATIONS PRIOR TO BEING INSPECTED	38	13	18	20	23	21	24	33	41	51	57	55
0 159 REVIEW OR EVALUATE REPORTS OR DATA, SUCH AS INSPECTION REPORTS FROM OTHER UNITS, FOR APPLICABILITY TO OWN UNIT INVESTIGATIONS	39	3	10	11	18	14	22	31	44	60	70	70
0 160 REVIEW, APPROVE, OR RECOMMEND APPROVAL OF RESULTS OF INVESTIGATIONS	18	3	8	8	10	9	12	12	17	24	34	37
0 161 WRITE INSPECTION GUIDELINES, SUCH AS CHECKLISTS	29	3	10	10	14	11	18	23	31	38	50	53
0 162 ANALYZE DIRECTIVES, PLANS, OR POLICIES TO PROVIDE RECOMMENDATIONS FOR IMPROVEMENT	34	7	6	9	14	12	15	21	33	47	65	74
0 163 ANALYZE RESULTS OF TESTS OF NEW OR MODIFIED MATERIALS, EQUIPMENT, OR METHODS	22	3	6	8	10	7	14	15	22	26	41	48
0 164 COORDINATE OR DIRECT THE PREPARATIONS FOR TESTING OF NEW OR MODIFIED MATERIALS, EQUIPMENT, OR METHODS	19	3	5	8	10	6	14	13	20	20	36	42
0 165 EVALUATE ACCOMPLISHMENT OF OBJECTIVES OR TASKS IN TERMS OF QUALITY, QUANTITY, TIMELINESS, OR EFFICIENCY	31	3	6	9	11	8	15	23	34	48	57	61
0 166 EVALUATE ADEQUACY OF RESOURCES, SUCH AS EQUIPMENT OR FACILITIES	34	10	7	10	13	12	15	24	34	49	66	70
0 167 EVALUATE CIVILIAN PERSONNEL ON MATTERS SUCH AS DUTY PERFORMANCE, APPEARANCE AND BEHAVIOR, OR POTENTIAL	16	3	5	7	8	7	10	11	18	22	26	32
0 168 EVALUATE IMPACT OF OWN PERSONAL BEHAVIOR ON ATTITUDE OR JOB PERFORMANCE OF SUBORDINATES	40	3	7	10	18	15	20	36	47	59	65	66
0 169 EVALUATE MANNING LEVELS	27	3	4	8	9	7	12	12	21	37	60	68
0 170 EVALUATE MILITARY PERSONNEL ON MATTERS SUCH AS DUTY PERFORMANCE, APPEARANCE AND BEHAVIOR, OR POTENTIAL	45	3	4	8	15	13	19	40	56	69	74	76
0 171 EVALUATE PROPOSED CHANGES TO POLICY, PROCEDURES, OR OBJECTIVES TO DETERMINE IMPACT OR TO PROVIDE FEEDBACK	32	3	3	8	10	8	12	19	33	49	66	70
0 172 EVALUATE SUGGESTIONS (AF FORM 1000) SUBMITTED THROUGH AIR FORCE SUGGESTION PROGRAM	29	3	5	8	10	7	13	15	28	43	61	66
0 173 EVALUATE UNWRITTEN NORMS OF ACCEPTABLE OR UNACCEPTABLE BEHAVIOR WITHIN THE WORK ENVIRONMENT	28	3	4	8	10	8	12	19	28	44	54	55
0 174 EVALUATE UTILIZATION OF RESOURCES	37	3	6	8	11	6	12	21	34	48	65	71

TASK GROUP SUMMARY
PERCENT MEMBERS PERFORMING

6P85UM1

**AF HUMAN RESOURCES LABORATORY
AIR FORCE SYSTEMS COMMAND**

DI-TSK	SPC 001	SPC 002	SPC 003	SPC 004	SPC 005	SPC 112	SPC 113	SPC 008	SPC 009	SPC 010	SPC 011	SPC 012
M 175 EVALUATE WORK-UP ON UNIT COMPLIANCE WITH PLANS OR POLICIES	27	3	4	7	8	7	10	17	26	41	55	51
M 176 IMPLEMENT OR CONDUCT TESTS OF NEW OR MODIFIED MATERIALS, EQUIPMENT, OR METHODS	19	3	5	8	9	8	10	13	18	22	34	38
M 177 INDORSE APR	27	3	4	7	9	6	13	13	22	50	52	57
M 178 INDORSE CIVILIAN PERFORMANCE APPRAISALS OR REPORTS	11	3	3	7	7	6	9	7	10	14	18	20
M 179 INDORSE PERFORMANCE APPRAISALS ON MILITARY PERSONNEL FROM OTHER U.S. MILITARY BRANCHES	6	3	4	6	7	5	9	5	6	5	6	8
M 180 INDORSE PERFORMANCE APPRAISALS ON PERSONNEL FROM ALLIED NATIONS	6	3	4	7	8	6	9	6	9	9	9	6
M 181 RECOMMEND CHANGES OR IMPROVEMENTS FOR NEW OR MODIFIED MATERIALS, EQUIPMENT, OR METHODS BASED ON TEST RESULTS	18	3	6	10	10	8	13	14	16	19	30	35
M 182 WHITE AIRMAN PERFORMANCE REPORTS (APR)	48	7	5	7	17	8	27	48	63	72	71	69
M 183 WHITE ASSOCIATED PERFORMANCE FOR REFERRAL APR	18	3	4	7	9	6	13	13	19	27	32	33
M 184 WHITE CIVILIAN PERFORMANCE APPRAISALS OR REPORTS	13	3	3	7	8	5	10	8	13	19	25	28
M 185 WHITE PERFORMANCE APPRAISALS ON MILITARY PERSONNEL FROM OTHER U.S. MILITARY BRANCHES	6	7	4	7	7	6	9	6	6	5	6	7
M 186 WHITE PERFORMANCE APPRAISALS ON PERSONNEL FROM ALLIED NATIONS	8	10	9	9	9	7	12	7	7	5	8	7
M 187 WHITE SUGGESTED INDORSEMENTS FOR APR	33	7	8	8	11	7	15	17	33	58	68	73
M 188 WHITE SUGGESTED INDORSEMENTS FOR CIVILIAN PERFORMANCE APPRAISALS OR REPORTS	10	3	6	8	9	6	11	7	9	10	16	19
M 189 WHITE SUGGESTED INDORSEMENTS FOR PERFORMANCE APPRAISALS ON MILITARY PERSONNEL FROM OTHER U.S. MILITARY BRANCHES	7	3	6	8	9	6	11	6	6	4	7	8
M 190 WHITE SUGGESTED INDORSEMENTS FOR PERFORMANCE APPRAISALS ON PERSONNEL FROM ALLIED NATIONS	7	3	7	8	9	7	12	7	6	4	7	6
I 191 DETERMINE MANNING REQUIREMENTS FOR CURRENT OR ON-GOING OPERATIONS	27	3	9	10	13	10	15	16	22	35	50	59
I 192 DETERMINE MANNING REQUIREMENTS FOR FUTURE OR LONG-TERM OPERATIONS	23	7	8	9	10	7	14	13	19	28	45	55
I 193 DETERMINE REQUIREMENTS FOR EQUIPMENT, FACILITIES, SUPPLIES, OR SERVICES FOR CURRENT OR ON-GOING OPERATIONS	36	10	12	13	17	16	18	30	37	46	60	66
I 194 DETERMINE REQUIREMENTS FOR EQUIPMENT, FACILITIES, SUPPLIES, OR SERVICES FOR FUTURE OR LONG TERM OPERATIONS	30	3	9	10	14	12	16	23	28	39	53	60
I 195 DETERMINE REQUIREMENTS FOR EQUIPMENT, FACILITIES, SUPPLIES, OR SERVICES FOR SPECIAL PROGRAMS OR PROJECTS	27	3	9	10	14	12	15	21	26	33	47	54
I 196 DEVELOP CONTINGENCY PLANS SUCH AS EMERGENCY ACTION PLANS	18	3	8	8	10	8	13	12	17	19	31	37
I 197 DEVELOP IDEAS FOR THE DESIGN OF NEW EQUIPMENT OR SERVICES	16	7	8	10	13	11	14	13	16	15	24	29
I 198 DEVELOP NEW APPLICATIONS OF BASIC DESIGNS, IDEAS, OR PROCESSES	15	3	9	10	12	10	13	12	13	13	24	26
I 199 DEVELOP OR REVISE GOALS OR OBJECTIVES FOR CURRENT OR ON-GOING OPERATIONS	24	3	9	9	12	9	15	17	23	28	45	52
I 200 DEVELOP OR REVISE GOALS OR OBJECTIVES FOR FUTURE OR LONG-TERM OPERATIONS	21	3	8	9	11	7	14	15	18	23	39	46
I 201 DEVELOP OR REVISE GOALS OR OBJECTIVES FOR SPECIAL PROGRAMS OR PROJECTS SUCH AS SPECIAL EXERCISES OR OPEN HOUSES	17	3	7	9	9	7	12	11	14	19	31	37
I 202 DEVELOP OR REVISE JOB DESCRIPTIONS OR JOB STANDARDS	20	3	7	9	10	8	13	12	20	28	50	43

TASK GROUP SUMMARY
PERCENT MEMBERS PERFORMING

[illegible]

TASH GROUP SUMMARY
PERCENT MEMBERS PERFORMING

**AF HUMAN RESOURCES LABORATORY
AIR FORCE SYSTEMS COMMAND**

14-00000

0Y-73X

[illegible]

**TASK GROUP SUMMARY
PERCENT MEMBERS AGREED**

SECRET

AF HUMAN RESOURCES LABORATORY
AIR FORCE SYSTEMS COMMAND

95-734

	BY-TSM											
	SPC	SPC	SPC	SPC	SPC	SPC	SPC	SPC	SPC	SPC	SPC	SPC
	001	002	003	004	005	006	007	008	009	010	011	012
L 261 PARTICIPATE IN MILITARY CEREMONIAL FUNCTIONS, SUCH AS DINING-OUTS OR AWARDS AND DECORATIONS CEREMONIES	36	7	17	19	19	19	19	19	19	19	19	19
L 262 PARTICIPATE IN MILITARY DRILL FORMATIONS, SUCH AS PARADES OR RETREATS	35	20	35	35	35	35	35	35	35	35	35	35
L 263 PERFORM CEREMONIAL FUNCTIONS, SUCH AS PRESENTING OR RECEIVING AWARDS AS REPRESENTATIVE OR ACTING COMMANDER OF A UNIT	11	3	0	10	11	4	13	0	9	10	17	19
L 264 PROMOTE OR PARTICIPATE IN AIR FORCE SPONSORED COMMUNITY PROGRAMS, SUCH AS SPEAKERS BUREAUS, OR FUND DRIVES	24	7	13	18	15	14	17	18	21	20	19	92

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